



The Implementation of Course Review Hooray to Teach Vocabulary at Elementary School in Mojokerto

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Abstract. *This research aims to describe the implementation of the Course Review Hooray (CRH) method in teaching vocabulary and to see students' perceptions of the use Course Review Hooray (CRH) in their class. This research was based on the problem of students lack of vocabulary and motivation in learning vocabulary. The design of this research is qualitative approach. The Participants in this research were 28 students from the fourth grade of elementary school in Jrambe, Dlanggu, Mojokerto Regency. The data was collected through observation and questionnaires. The result of the first research question is the implementation of Course Review Hooray (CRH) in the classroom. There are fourth steps for the implementation. The first, students are instructed to form groups with a total of 5 students in each group. Second, each group is given a card that is used to collect points. Third, when the teacher throws questions related to transportation material and if anyone can answer the question, the students raise their hands, and then they answer the question. Fourth, if the group's answer is correct, then 1 group cheered together "Hooray" and followed by teacher giving points to the group's card in the form of a stamp. The group that gets the most points will get a reward at the end of the lesson. Based on the results of student perception from the implementation of Course Review Hooray (CRH), most of students feel this method is exciting, fun, the class atmosphere becomes lively, and they understand the material better if they use Course Review Hooray because it is challenging as they should collect points and they are actively involved in the learning process.*

Keywords: *course review hooray, teaching vocabulary, Mojokerto Regency*

1. INTRODUCTION

Vocabulary is a fundamental aspect of children's language development, influencing various aspects of their learning journey. Research conducted by Saeedakhtar et al. and Tivnannsay that underscores the significance of vocabulary in children's academic progress. As children expand their vocabulary, they enhance their ability to comprehend and express themselves effectively, which in turn supports their educational endeavors. Therefore, fostering vocabulary growth in children is crucial for their overall language development and academic success. Research conducted by Beck, McKeown, and Kucan say that For the first, sufficient vocabulary diversity will influence the four basic skills in English, namely the quality of listening, writing, reading and speaking skills. Secondly, vocabulary in English is the capital of interaction where students will understand what the teacher conveys in class. The importance of mastering vocabulary will also support and make it easier for students to express or express ideas, thoughts and notions and be able to provide information about

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anything. On the other hand, if students do not have sufficient vocabulary, this will affect basic English skills such as poor speaking, writing, reading and listening skills. Besides that, if there is a lack of vocabulary or mastery of vocabulary, students will feel less confident because they cannot express ideas and ideas regarding any information.

The background to the weak mastery of vocabulary among students is influenced by factors such as a lack of language stimulus such as a lack of introduction to examples of simple vocabulary in the family environment, the low level of parental education can also mean that this is not considered important. Strasburger, V. C., Jordan, A. B., and Donnerstein, E. (2010) say that the next factor could be advanced or sophisticated technological tools which cannot be used properly by students without parental supervision, the shows they see can also be uneducative so that time spent in front of technology in the form of gadgets is wasted without any benefit. This can trigger children at home not getting the opportunity to expand their vocabulary through reading or meaningful conversations.

The vocabulary teaching strategy used by the teacher is still a conventional learning method or is still said to be traditional or something like memorizing vocabulary one by one. This makes students feel less motivated and makes students feel bored learning English, especially in terms of vocabulary. Hattie, J. (2011) say that Students need innovative, interactive, effective learning strategies or models and the most important thing is that students feel a fun atmosphere when receiving material from the teacher in the classroom. It can be said to be effective if students experience improvements in learning, such as increasing vocabulary that students acquire without any emphasis.

Schlechty, P. C. (2016) say that innovation in unique learning needs to be carried out by an educator. Innovation in learning is used to attract students' attention to be enthusiastic and motivated to learn, especially in mastering vocabulary in English. In the current era, there are many learning media that can be used to support students' understanding of the material that will be provided. Students need unique learning methods from teachers so that they are easily accepted and students feel fun when learning in class. Innovations or unique learning methods can be implemented, such as creating games, quizzes and other technological media that can support students' understanding of the material provided by the teacher.

Based on the teacher's observation of SD Jrambe, it shows that grade 4 students are still very low in vocabulary mastery and lack motivation in learning English. There are two factors that influence students' lack of enthusiasm when receiving learning. The first is the internal factor of students' lack of motivation in vocabulary, namely the learning method used by teachers is still conventional which does not use interactive learning media, because of

this students feel boring which makes them not enthusiastic about receiving learning. The second is external factors such as the student's environment at home not supporting or motivating learning English.

From these problem, the teacher thinks of some solution for more interactive English learning. For example using fun games, using existing technological media and can also add hours of lessons, especially in English subjects. One the solution the teacher come up with is an activity called Course Review Hooray (CRH). According to Shoimin (2011), Course Review Hooray is a cooperative learning model, which involves assigning students to small groups for learning activities. Students who participate in cooperative learning may avoid learning challenges because, in situations where they struggle with the topic, they can work as a team to solve a problem and increase learning motivation. Course Review Horay (CRH) is also a learning model that is fun and increases students' ability to complete in positive learning, apart from that, this learning model will make students think critically and remember the concepts learned easily. Course Review Horay (CRH) is a learning model used by teachers to make the class more enjoyable. Because of the CRH method, if a student can answer correctly then the student shouts the word "hooray" or a chant that is liked or agreed upon by the group or the students themselves. The Course Review Hooray (CRH) is a fun and effective learning models. This learning model can be u sed by teachers to provide a positive atmosphere in classroom learning, so students will feel interested in the material or what the teacher will convey to students. The Course Review Hooray (CRH) method is believed to help enrich students' vocabulary mastery, in other words, students become more enthusiastic in learning English. With the Course Review Hooray (CRH), students are more enthusiastic about getting the highest points to complete with their classmates.

2. LITERATURE REVIEW

To learn a new language effectively, students must first master the vocabulary. According to Richards, (2002), vocabulary is a key aspect of language and was initially studied by applied linguists due to its prominence. Vocabulary helps students easily learn language. Students with vocabulary mastery can effectively read, listen, write, and speak in English. Jackson, (2002) defines vocabulary as the collection of words a person knows or associates with a specific activity. Having a strong vocabulary allows for effective communication and comprehension of information from English books.

Language and vocabulary are inextricably linked. Vocabulary is a language component that stores information about the meaning and use of words. Vocabulary is crucial for language because it allows for the retention of information. Vocabulary is not a developmental skill and cannot be fully mastered. Vocabulary development is ongoing throughout one's life. To define vocabulary in research and practice, it's important to recognize that people use different types of vocabulary for different purposes. According to the definitions given above, vocabulary is an essential component of language and cannot be isolated from it. In addition, vocabulary refers to the quantity of words that people know and use to convey the knowledge or concepts required for communication, particularly when speaking a foreign language.

Course Review Hooray

According to Huda, (2021), Course Review Hooray (CRH) is a learning method that can create a vibrant, happy classroom atmosphere, when each student who answers correctly must shout "Hooray!" or someone else shouts better. This learning method focuses on testing students' understanding by answering questions. The task is performed in a small group. CRH can make the classroom more lively and fun because students will interact with friends in the group and absorb learning content from the teacher.

By adopting the Course Review Hooray theme, we not only want students to learn academic skills and content, but also view the Course Review Hooray themes as one of the learning to know, learning to do, learning to be and learning to live together methods. recognizing the importance of learning for learners.

Research results conducted by Hermawan, Kamsiyati, and Atmojo, (2021) show that the CRH approach not only helps children learn academic skills and content, but also trains students to achieve social relationship goals that can influence affect the lives of children. success in learning at school. In other words, the CRH method has a positive impact on the level of student learning completion. The results show that students pay more attention when the lesson is long, learning conditions are more favorable, and students' interest in learning increases. Students' growing interest in learning affects the increase in the overall value of their learning.

Procedure of Course Review Hooray Method

According to Huda, (2009) there is a review process for the Course Review Hooray as follows:

1. Teacher distributing the lesson materials, then the teacher provides a brief explanation of each lesson material.
2. The teacher make a group. Each group receives an "Understanding Card" from the teacher. Next, the teacher assigns the lesson to each group member. Next, the teacher selects a question at random from the practice and reads it.
3. The group immediately discusses and answers questions. The answers to the questions are in the form of "comprehension cards" and correspond to the numbers mentioned by the teacher. The teacher then shouted stop as a sign of the end of the discussion.
4. The group with the correct answer shouts "HORAY" and gives a checklist (v) to the number on the "understanding card".
5. Each group's score is determined using the correct mark (v) or check sheet. The right response (cheers) is used to determine the group's score. The groups that have more checklists will have a higher chance of winning.
6. The similarity of the course review hooray learning method procedure according to Huda and Suprijono is that both are the same in delivering the material first at the beginning. And the difference in the course review hooray procedure between these two researchers is the system that is formed in groups and individuals.

According to Suprijono, (2013) the steps of the Horay course review learning method are:

1. The teacher divides students into several groups.
2. The necessary skills are imparted by the teacher.
3. Either the teacher or the content is presented.
4. Create opportunities for students to ask questions.
5. To check understanding, students must create boxes of 9, 16 or 25 as needed and each box is filled in with numbers according to the student's personal preference.
6. After reading aloud at random and honestly filling out the response in the box provided, the teacher talks about whether the student correctly filled in the mark (✓) and mistakenly filled in the slash (x).
7. Students who receive a vertical, horizontal or diagonal mark (✓) must shout during class or other shouts. The student's score is calculated from the correct answer of the number of horses obtained

Advantages of Course Review Horay

Hamid determined that the CRH method has several advantages, specifically : 1). Can arouse students' interest in learning students, 2). Improve students' learning activities. Interspersed entertainment activities in the form of yelyel, 3). A long and fun learning atmosphere can help students achieve high scores.

According to Huda, the quality of the course depends on Horay's method : 1). The structure is interesting and can encourage students to immerse themselves in it, 2) The methods are not simple Because it is interspersed with entertainment, the atmosphere is not stressful, 3) Learning spirit increases because the learning atmosphere is fun, and 4). Skills develop Maximize the effectiveness of the most well-trained students.

Disadvantages of the Horay course review method

According to Shoimin, (2020) disadvantages of the Horay course review method : 1). Students have equal active and passive values . In other words, the teacher will only evaluate groups with many people cheering. Therefore, the value given by the teacher of a group is the same so it is not possible to distinguish between active and inactive students, 2). There is a possibility of cheating. In other words, Fake or not, teachers can't control students very well. The teacher will be paying attention to the groups in which Horry answers questions, so the possibility of cheating is very high.

And according to Huda, (2001) the disadvantages of the Course Review Horay method: 1). Consider the importance of passive and active students, 2). There are opportunities to lie, and 3). Risk of hindering the learning atmosphere of other classes.

The final conclusion from the advantages and disadvantages of implementing Course Review Hooray (CRH) in the classroom is that Course Review Hooray (CRH) offers many benefits that can be taken such as student involvement in the learning process, in terms of understanding the material, and increased student motivation in taking Course Review Hooray (CRH) in the learning process. However, on the other hand, Course Review Hooray (CRH) also has shortcomings in terms of time and class management. With proper planning, the implementation of Course Review Hooray (CRH) can be a tool so that the learning process in the classroom runs optimally and effectively.

3. METHODS

In this research, researcher will use qualitative research on the implementation of the Course Review Hooray (CRH) will focus on an in-depth understanding of how this method is applied, understood, and accepted by students, teachers, or other stakeholders in an educational context. This research aims to understand the experiences, perceptions, and impacts of using the Course Review Hooray (CRH) method in teaching vocabulary learning and understanding in educational environments.

Researchers will use various qualitative methods such as class observations and open-ended questionnaire to collect the data. Questionnaires can be conducted with students to understand their perceptions of the use of Course Review Hooray (CRH) in the classroom, as well as with teachers to gain insight into the implementation process and its results. This research will seek an understanding of how the use of Course Review Hooray (CRH) affects students' vocabulary learning and comprehension. This may include an assessment of whether the method is successful in improving vocabulary retention, learning motivation, or classroom interaction.

4. RESULTS

Based on the data collected through observation and questionnaire, there are some important areas to consider. The findings are described under two subheadings, including 1) the use of the Course Review Hooray (CRH) method in vocabulary teaching and (2) students' responses when the Course Review Hooray (CRH) method was implemented in the classroom.

The Implementation of Course Review Hooray (CRH) Method to Teach Vocabulary

The observation was done on May 12th 2024 and May 13th 2024. In this observation, the researcher observed the subject of the research namely English teacher (Teacher EK) and the students of fourth grade of Jrambe Elementary School who were involved in the teaching learning activity. This observation activity has two main objectives, the first is to see the implementation of the course Review Hooray (CRH) method in the classroom in achieving learning goals. The second objective was to understand students' perceptions or reactions when using the Course Review Hooray (CRH) method.

In a teaching and learning process, the activities are divided into three as mentioned in the lesson plan, those activities are (1) opening, (2) main activity, (3) closing. The first activity is the opening is a very important stage because it is the initial stage in the learning

process in which teachers prepare for students to receive learning materials to be taught. This stage is also very important because it can determine the extent to which learners are ready to accept learning. A good opening stage can improve good learning outcomes as well. The activities in the opening can first contain learning objectives that an individual in the capacity of a student is anticipated to have the ability. to develop in aspects of knowledge, attitudes and skills. Second, in the opening we can also provide icebreaking so that students are more focused and enthusiastic about starting learning. And the third point is to provide motivation to students, such as providing clear reasons why the material to be studied is very important and can also be linked to everyday life In order to facilitate comprehension by students.

The second is the main activity, in this stage a teaching and learning methods and strategies are applied such as the delivery of material, discussion, use of media and practices to assist learners in understanding and mastering the learning process. Activities in interactive and innovative learning can facilitate students' understanding of the material being studied and train students' activeness to be involved in the learning process both individually and in groups. In this core activity, students can be ensured not only to receive the material passively but students must be actively involved in receiving the material because this is very important to increase students' understanding in receiving the learning provided by the teacher.

The third is closing, in this final stage the teacher summarizes the material that has been learned, ensures student understanding, and provides evaluation. Apart from that During the final class, students have the opportunity to ask questions about parts of the material they did not understand. And as teachers we can provide feedback which is easy for students to understand. And before leaving learning, the teacher can also provide an overview of the next material that will be studied and connect it with the current material so that it is continuous. And if necessary, the teacher gives homework to strengthen their understanding when studying at home.

Student's Perceptions about Implementation of Course Review Hooray (CRH) to Teach Vocabulary.

Researchers not only observed the activities of teachers when applying the course Review Hooray (CRH) in the classroom but researchers also observed the perceptions of all Grade 4 students who followed the learning process. Researchers observe how students respond when receiving learning the explanations from teacher. To see how the perception or opinion of students regarding the implementation of the Course Review Hooray (CRH),

researchers used open-ended questionnaire with 5 questions. 1) What do you think about the Course Review Hooray method used in class?. 2) What is the learning atmosphere in the class when the Hooray Course Review Method is used?. 3) Do you feel that the Course Review Hooray method helps you understand the material provided by the teacher? Explain!. 4) Do you feel more active and involved in learning with the Course Review Hooray method? 5) Do you feel that the 'Hooray' course review method suits your learning style?

5. DISCUSSION

This research was conducted at SD Jrambe, Dlanggu, Mojokerto. The design of this research was a qualitative method with an observation and questionnaire. The object of this research is the class teacher and all students in class IV-A. Researchers want to know the implementing of Course Review Hooray (CRH) to teach vocabulary in the classroom and how the student's responses about the implementing of Course Review Hooray in the classroom.

According to Huda, Course Review Hooray (CRH) is a learning method that can create a vibrant, happy classroom atmosphere, when each student who answers correctly must shout "Hooray!" or someone else shouts better. This learning method focuses on testing students' understanding by answering questions. The task is performed in a small group. CRH can make the classroom more lively and fun because students will interact with friends in the group and absorb learning content from the teacher.

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Based on the results of observations about implementation of Course Review Hooray which has procedures or steps almost the same as those described by Huda, (2015) which has four to five steps such as delivering material, forming groups, distributing cards, cheering hooray, and giving marks (for those who are able to answer the questions. However, there is a slight difference in giving checklist marks (v) because in this study the researchers used stamp emoticons to make students more interested.

Based on the results of questionnaire on the implementation of the Course Review Hooray (CRH) in fourth grade found that it is true is in accordance with existing theory and previous research if this learning model is able to liven up the classroom atmosphere becomes exciting and challenging. Because students are eager to review the material that has been taught yesterday by the teacher. From the observation of learning activities in the classroom at the time of implementing the Course Review Hooray (CRH) that the atmosphere in the classroom can be conducive and students are easy to be directed. And overall, the implementation of the course Review Hooray (CRH) in the classroom can provide significant benefits to the quality of teaching, student engagement and satisfaction between teachers and students.

6. CONCLUSION

Conclusions based on the results of observations from the implementation of Course Review Hooray (CRH) at Jrambe Elementary School in grade 4 include several steps. For the first, students are instructed to form groups with a total of 5 students in each group. Each group formed is determined by the teacher EK. So that all divisions are equal between male students and female students. Second, each group is given a card that is used to collect points. And here the cards used have been designed to be as attractive as possible so that students are more enthusiastic about answering to collect points. Third, when the teacher throws questions related to transportation material and if anyone can answer the question, they are expected to raise their hands first, then the students answer the question. Fourth, if the group's answer is correct, then 1 group cheered together "Hooray" and followed by teacher EK giving points to the group's card in the form of a stamp. The group that gets the most points will get a reward at the end of the lesson.

Based on the results of student perception from questionnaire from the implementation of Course Review Hooray (CRH) on average students think that they feel this method is exciting, fun, the class atmosphere becomes lively, they understand the material better if they use Course Review Hooray because it is challenging and can collect points and most importantly It is important to make them actively involved in the learning process, especially in vocabulary when learning English.

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